



Quick Reference for Fluency

Criteria for Eligibility Must Reveal All of the Following:

1. The student must exhibit significant and persistent atypical dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables and phonemes, prolongations, blocks, and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present;
2. The fluency disorder must have an adverse effect on the student's ability to perform and/or function in the educational environment, thereby demonstrating the need for exceptional student education **and**;
3. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Evaluation Components - A fluency evaluation must include all of the following:	Documents
Information must be gathered from the student's parent(s) or guardian(s), and teacher(s), when appropriate the student, to address the areas identified in subparagraph below of this rule. This may be completed through a variety of methods including interviews, checklists, or questionnaires.	<ul style="list-style-type: none"> • Parent/Guardian/Teacher/Student Fluency Communication Skills Checklist
<p>A minimum of two (2) documented and dated observations of the student's speech and secondary behaviors must be conducted by the speech-language pathologist in more than one setting, including the typical learning environment.</p> <p>Observations conducted prior to obtaining the consent for evaluation may be used to meet this criterion, if the activities address the areas identified in paragraph below of this rule;</p> <p>Note: For pre-kindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age.</p>	<ul style="list-style-type: none"> • Documented Observation #1 • Documented Observation #2
An examination of the oral mechanism structure and function must be conducted; and	<ul style="list-style-type: none"> • Speech and Language Evaluation
<p>An assessment of all of the following areas:</p> <ol style="list-style-type: none"> a) Motor aspects of the speech behaviors; b) Student's attitude regarding the speech behaviors; c) Social impact of the speech behaviors and; d) Educational impact of the speech behaviors, and; 	<ul style="list-style-type: none"> • SSI-3 or 4 • Checklists/Observations as chosen by SLP
A speech sample of a minimum of 300-500 words must be collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300-500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.	<ul style="list-style-type: none"> • Speech Sample Form
Document Results	<ul style="list-style-type: none"> • Speech Evaluation Report

Additional Resources:

Fluency Worksheet